



BARONA INDIAN CHARTER SCHOOL

1095 Barona Road, Lakeside, CA 92040 • (619) 443-0948 FAX: (619) 443-7280

BaronaIndianCharterSchool.com

Governing Board of Directors REGULAR BOARD MEETING AGENDA September 16, 2024 — 9:00 AM

Barona Community Center Meeting Room at 1095 Barona Road, Lakeside, CA 92040

- I. **Call to Order/Roll Call**
 - **Ray Welch-** Chairman, **Tawnya Phoenix-** Vice Chair, **Melanie Villa-** Secretary/Treasurer, **Darla Boller-** Member, & **Danthia Gil-** Member
- II. **Approval of Agenda-** any changes to the agenda must be made at this time
- III. **Public Comment-** Any person may address the Board about any agenda item and may be granted five (5) minutes to talk when an item is discussed. Time per agenda item shall be determined based on the number of speakers. This time will not exceed 30 minutes. Board may lengthen time by consensus.
- IV. **Approval of Minutes** for August 19, 2024
- V. **Action Items**
 - A. **Approve the 2024-25 Application for Funding-** The Board is required to review and receive approval of an Application for Funding for specified categorical aid funds. The Consolidated Application (ConApp) is used by the California Department of Education (CDE) to distribute categorical funds from various federal programs to county offices, school districts, and direct-funded charter schools throughout California.
 - B. **Amend the Student Attendance Policy-** Revisions were made by Procopio to the current board approved policy for the charter to continue to be compliant with educational codes.
 - C. **Amend the Pupil Suspension and Expulsion Policy-** Revisions were made by Procopio to the current board approved policy for the charter to continue to be compliant with educational codes.
 - D. **Ratify the Purchase of Magnetic Reading -** Magnetic Reading Foundations K–2 provides the foundation needed for students to learn to read and connects to the comprehension skills taught in Magnetic Reading 3–5, where students read to learn. When used with the power of i-Ready Assessment, Magnetic Reading K–5 ensures every student gets the right support for succeeding as a grade-level reader.
- I. **Discussion Items**
 - A. Discussion about Board member attendance at the Charter Schools Development Center (CSDC) Leadership Conference on November 18-29 in Sacramento.
 - B. School logo
- II. **Organizational Business**
 - A. Future agenda items and/or Board member comments
 - B. Upcoming meetings
 1. October 21, December 9, January 20

III. Adjournment

Accommodating Those Individuals with Special Needs– In compliance with the Americans with Disabilities Act, Barona Indian Charter School encourages those with disabilities to participate fully in the public meeting process. If you require special accommodations to attend or participate in our public meeting, contact our office at (619) 443-0948 or kmjohnson@mybics.org by noon of the business day prior to the regular meeting you wish to attend so that we may make every reasonable effort to accommodate you. At least 72 hours prior to each Board meeting, a copy of all available documents supporting the agenda items is available in the school office at 1095 Barona Road, Lakeside CA. You may also request a packet by contacting our office at (619) 443-0948 or kmjohnson@mybics.org.

Governing Board of Directors
REGULAR BOARD MEETING MINUTES

August 19, 2024 — 9:00 AM

1. **Call to Order** Meeting was called to order at 9:01am
Roll Call: Ray Welch – Chairman, Tawnya Phoenix- Vice Chair, Melanie Villa - Secretary/Treasurer, Darla Boller- Member, and Danthia Gil - Member
Other Members in attendance: Julie Cushman, Principal/Director, Kathy Clenney, Legal Counsel,
2. **Approval of Agenda-** Agenda approved.
Motion to approve the agenda was made by Danthia Gil and seconded by Darla Boller.
Carried 5, 0, 0.
3. **Approval of Minutes for June 24, 2024 & June 28, 2024**
Motion to approve the minutes was made by Darla Boller and seconded by Danthia Gil.
Carried 5, 0, 0.
4. **Public Comment-** No public comments were made
5. **New Staff** - New staff was introduced: Jamie Beech, Nevin Bradley, Madison Kelly and Brook Stewart
6. **Special Education Report-** Special Education consultant Carolyn Nunes reported to the board on the direction of the SPED department with a presentation and Q&A. SPED staff was invited to present at the January Board meeting for updates.
7. **Action Items**
 - A. **Approval to hire Marcella Nino, School Psychologist, as an independent service contractor-** She will partner with the Barona Indian Charter School's Special Education Department to enhance and support both General Education programs and Special Education services. This collaboration will include providing guidance and counseling and ensuring compliance with state and federal regulations pertaining to Individualized Education Programs (IEPs).
Motion to approve the hiring of Marcella Nino was made by Danthia Gil and seconded by Darla Boller. Carried 5, 0, 0
 - B. **Approval to hire Edna Vazquez, School Psychologist, as an independent service contractor-** She will partner with the Barona Indian Charter School's Special Education Department to enhance and support both General Education programs and Special Education services. This collaboration will include providing guidance and counseling, conducting special education assessments, and ensuring compliance with state and federal regulations pertaining to Individualized Education Programs (IEPs).
Motion to approve the hiring of Edna Vazquez was made by Darla Boller and seconded by Danthia Gil. Carried 5, 0, 0
 - C. **Approval of 2024-2025 San Diego County Nonpublic Master Contract w/Specialized Therapy Services** - the Board considered the approval of the Master Contract for Special Education services with longtime provider Steve Oas, Founder/President of the Oas Center and Specialized Therapy Services (STS). STS is the only comprehensive non-public agency in San Diego County that can provide all of a school's special education services. They are approved by the CA Dept. of Education as a provider of services for IEP and 504 students. The Board discussed section 4 of the contract.
Motion to approve the 2024-2025 San Diego County Nonpublic Master Contract w/Specialized Therapy Services was made by Danthia Gil and seconded by Darla Boller.
Carried 5, 0, 0

D. Approval of BICS School Board Communication Policy-

Motion to approve the BICS School Board Communication Policy was made by Danthia Gil and seconded by Darla Boller. Carried 5, 0, 0

E. Ratify the Purchase of Tables for Cafeteria–

Tables were purchased for the new cafeteria. Motion to approve Ratification of the Tables for Cafeteria was made by Danthia Gil and seconded by Tawnya Phoenix. Carried 5, 0, 0

F. Ratify the Purchase of New Blinds –

New blinds were purchased to replace old, non-functioning blinds in the 2nd grade classroom and all three (3) back bungalows. Motion to approve Ratification of New Blinds was made by Danthia Gil and seconded by Melanie Villa. Carried 5, 0, 0

8. Reports – Principal’s Report by Julie Cushman

A. **Cafeteria update** – Purchase updates and cafeteria patio was discussed.

B. **Staff Lounge** – a mini-makeover of the staff lounge has made a more inviting atmosphere for our staff.

C. **Summer School** – BICS has decided not to hold summer school for next year.

9. Organizational Business

A. Charter School Development Center Conference November 18-20, 2024, Sacramento

B. Future agenda items and/or Board member comments: No comments

C. Upcoming meetings

- September 16, October 21 (new date), ~~November 18~~ (cancelled), December 9, January 20, March 10 (3pm), April 28, June 9 (3pm), June 23

10. Adjournment: Meeting adjourned at 10:38am.

Motion was made to adjourn meeting by Danthia Gil and seconded by Tawnya Phoenix.

Carried 5, 0, 0

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to attend so that we may make every reasonable effort to accommodate you. At least 72 hours prior to each Board meeting, a copy of all available documents supporting the agenda items is available in the school office at 1095 Barona Road, Lakeside CA. You may also request a packet by contacting our office at (619) 443-0948 or jcushman@mybics.org.

Respectfully submitted Melanie Villa, Secretary/Treasurer

2024–25 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at <https://www.cde.ca.gov/fg/aa/co/ca24assurancetoc.asp>.

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	Julie Cushman
Authorized Representative's Signature	
Authorized Representative's Title	Principal/Director
Authorized Representative's Signature Date	07/08/2024

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2024–25 Protected Prayer Certification

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Miguel Cordova, Title I Policy, Program, and Support Office, MCordova@cde.ca.gov, 916-319-0381

Protected Prayer Certification Statement

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Julie Cushman
Authorized Representative's Title	Principal/Director
Authorized Representative's Signature Date	05/08/2024
Comment	
If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters)	

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2024–25 LCAP Federal Addendum Certification

CDE Program Contact:

Local Agency Systems Support Office, LCAPAddendum@cde.ca.gov, 916-323-5233

Initial Application

To receive initial funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds for the first time are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to initially apply for funds, the LEA must certify that the current LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification, the LEA agrees to submit the LCAP Federal Addendum, that has been approved by the local governing board or governing body of the LEA, to the California Department of Education (CDE) and acknowledges that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

Returning Application

If the LEA certified a prior year LCAP Federal Addendum Certification data collection form in the Consolidated Application and Reporting System, then the LEA may use in this form the same original approval or adoption date used in the prior year form.

County Office of Education (COE) or District For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP	
Direct Funded Charter Enter the adoption date of the current LCAP	06/26/2023
Authorized Representative's Full Name	Julie Cushman
Authorized Representative's Title	Principal/Director

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2024–25 Application for Funding

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Local Governing Board Approval

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year	
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District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year	Yes
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Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111et seq. SACS 3010	No
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title II, Part A funds used through the Alternative Fund Use Authority (AFUA) Section 5211 of ESEA	No
Title III English Learner ESEA Sec. 3102 SACS 4203	No
Title III Immigrant ESEA Sec. 3102 SACS 4201	No
Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127	No
Title V, Part B Subpart 1 Small, Rural School Achievement Grant	Yes

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2024–25 Application for Funding

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

ESSA Sec. 5211 SACS 5810	
Title V, Part B Subpart 2 Rural and Low-Income Grant	No
ESSA Sec. 5221 SACS 4126	

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2024–25 Substitute System for Time Accounting

This certification may be used by auditors and by California Department of Education oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the local educational agency (LEA) submits and certifies this data collection.

CDE Program Contact:

Hilary Thomson, Fiscal Oversight and Support Office, HThomson@cde.ca.gov, 916-323-0765

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate.

Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the web at <https://www.cde.ca.gov/fg/ac/sa/>.

2024–25 Request for authorization	Yes
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system

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Students

Student Policy #2

ATTENDANCE

Excused Absences for Classroom Based Attendance

Absence from school shall be excused only for health reasons, family emergencies and justifiable personal reasons, as permitted by ~~law or this~~ Board policy.

A student's absence ~~shall may~~ be excused for the following reasons:

1. Personal illness, ~~including an absence for the benefit of the student's mental or behavioral health;~~
2. Quarantine under the direction of a county or city health officer;
3. Medical, dental, ophthalmologic, or chiropractic appointments;
4. Attendance at funeral services ~~or grieving the death of either for~~ a member of the immediate family ~~or a person that is determined by the student's parent or guardian to be in such close association with the student as to be considered the student's immediate family, so long as the absence is not more than five days per incident.:~~
 - a. ~~Excused absence in this instance shall be limited to one day if the service is conducted in California or three days if the service is conducted out of state.~~
 - b. ~~"Immediate family" shall be defined as mother, father, grandmother, grandfather, spouse, son/son-in-law, daughter/ daughter-in-law, brother, sister or any relative living in the student's immediate household.~~
5. ~~Jury duty in the manner provided by law;~~
- 6-5. Justifiable personal reasons, when accompanied by a written request by the parent or guardian & approved by the Principal/Director or ~~his/her~~ designee, including, but not limited to:
 - a. Appearance in court
 - b. Attendance at a funeral service
 - c. Observance of a holiday or ceremony of ~~his/her~~ the student's religion
 - d. Attendance at religious retreats
 - e. Attendance at an employment conference
 - f. Attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization
- 7-6. Spending time with a member of the pupil's immediate family, who is an active duty of the uniformed services and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position. Absences granted pursuant to this section shall be granted for a period of time to be determined at the discretion of the Principal/Director.
7. Attending the pupil's naturalization ceremony to become a United States citizen.
8. Participating in a cultural ceremony or event.
9. ~~For the purpose of a middle school student engaging in a civic or political event, provided that the student notifies the school ahead of the absence. A student will be excused pursuant to this paragraph for only one school day per school year. A student who is absent pursuant to this paragraph may be permitted additional excused absences in the discretion of the Principal/Director.~~
10. ~~If an immediate family member of the student, or a person that is determined by the student's parent or guardian to be in such close association with the student as to be considered the student's immediate family, has died, so long as the absence is not more than three days per incident, and only for the student:~~

Commented [A1]: We made this consistent with the list of reasons for an excused absence that applies to school districts under Education Code section 48205. There have been a few updates in the law over the last couple of years. It's unclear whether 48205 applies to charter schools because of the mega-waiver, so you could revise this list if you'd like.

Commented [A2]: You don't need this one based on the grade levels served at BICS.

- a. To access services from a victim services organization or agency.
- b. To access grief support services.
- a-c. To participate in safety planning or to take other actions to increase the safety of the student or an immediate family member of the student, or a person that is determined by the student's parent/guardian to be in such close association with the student as to be considered the student's immediate family, including, but not limited to, temporary or permanent relocation.

~~8-11.~~ Authorized-Any other reason authorized at the discretion of the Principal/Director.

"Immediate family" means the parent or guardian, brother or sister, grandparent, or any other relative living in the household of the student.

Attendance at religious retreats shall not exceed ~~four hours~~one school day per semester.

Students absent for the reasons deemed "excused" shall be allowed to complete all assignments and tests missed during the absence that can be reasonably provided and, upon satisfactory completion within a reasonable period of time, shall be given full credit therefor. The teacher of the class from which a student is absent shall determine which tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the student missed during the absence.

Method of Verification

When students who have been absent return to school, they must present a satisfactory explanation verifying the reason for the absence. The following methods may be used to verify student absences:

1. Written note from parent/guardian ~~or~~ parent representative, ~~or student if 18 or older~~;
2. Conversation, in person or by telephone, between the verifying employee and the student's parent/guardian or parent representative. The employee shall subsequently record the following:
 - a. Name of student;
 - b. Name of parent/guardian or parent representative;
 - c. Name of verifying employee;
 - d. Date or dates of absence; and
 - e. Reason for absence.
3. Visit to the student's home by the verifying employee, or any other reasonable method, which establishes the fact that the student was absent for the reasons stated. A written recording shall be made, including information outlined above.
4. Physician's verification
 - a. When ~~excusing students for confidential medical services or~~ verifying ~~such medical~~ appointments, School staff shall not ask the purpose of such appointments but may contact a medical office to confirm the date and time of the appointment.
 - b. When a student has had 14 absences in the school year for illness verified by methods listed in #1 – #3 above, any further absences for illness must be verified by a physician's note.

Insofar as class participation is an integral part of students' learning experiences, parents/guardians and students shall be encouraged to schedule medical appointments during

non-school hours.

~~At the beginning of each academic year, notifications shall be sent to the parents/guardians of all students and to all students in grades 7 and 8, informing them that school authorities may excuse any student from school to obtain confidential medical services without the consent of the student's parent/guardian.~~

Commented [A3]: This doesn't apply to charter schools, but you can provide this annual notification if you want.

Students in grades K-6 should not be absent from school without their parents/guardians' knowledge or consent except in cases of medical emergency. Students in grades 7-8 should not be absent from school without their parents/guardians' knowledge or consent except in cases of medical emergency or confidential medical appointments.

Unexcused Absences/Truancy for Classroom Based Attendance

The Principal/Director, or designee, shall implement positive steps to reduce truancy. Students who are habitual truants or habitually insubordinate or disorderly during attendance at School may be referred to the appropriate law enforcement agency.

When the student's attendance problems cannot be resolved or the student and parent/guardian have failed to respond to directives to correct the problem, a student who has been classified as truant may be referred to the district attorney or probation officer for truancy mediation or criminal prosecution, and may be subject to disenrollment from School. Further, the School attendance review board or probation officer may request a juvenile court petition on behalf of the student. A parent or guardian of a chronically truant student who fails to reasonably supervise and encourage their child to attendance school is guilty of a misdemeanor punishable by a fine not exceeding two thousand dollars (\$2,000), or by imprisonment in a county jail not exceeding one year, or by both that fine and imprisonment.

A student's grades may be affected by excessive unexcused absences in accordance with Board policy.

1. Students shall be classified as truant if absent from school without a valid excuse three full days in one school year, or tardy or absent for more than any 30-minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof. Such students shall be reported to the Principal/Director or designee.

The parent/guardian of a student classified as a truant shall be notified of the following:

 - a. The student is truant;
 - b. The parent/guardian is obligated to compel the student to attend school;
 - c. The parent/guardian who fails to meet this obligation may be guilty of an infraction of the law and subject to prosecution;
 - d. The parent/guardian has the right to meet with appropriate school personnel to discuss solutions to the student's truancy;
 - e. Alternative educational programs are available through the School;
 - f. The student may be subject to arrest by Tribal Enforcement, a Sheriff, a school administrator, or ~~his/her~~ designee under Education Code section 48264 if found away from home and absent from school without a valid excuse;
 - g. The student may be subject to suspension or restriction of driving privileges; and
 - h. It is recommended that the parent/guardian accompany the student to school and attend classes with the student for one day.
2. Upon ~~his/her~~ the student's first truancy, ~~a-the~~ student and, as appropriate, the parent or legal guardian, may be requested to attend a meeting with a school counselor or other school

designee to discuss the root causes of the attendance issue and develop a joint plan to improve the pupil's attendance.

3. Upon ~~his/her~~the student's second truancy within the same school year, a student may be given a written warning by Tribal Enforcement. A record of the written warning may be kept at the school for not less than two years or until the pupil graduates or transfers from the school. If the student transfers from that school, the record may be forwarded to the school receiving the student's school records. The student may also be assigned to an after-school or weekend study program within the county. The student may be referred to the Student Study Team ("SST") for appropriate interventions. The SST will discuss the absence problem with the parent/guardian to work on solutions, develop strategies, discuss appropriate support services for the student and their family, and establish a plan to resolve the attendance issue. The parent/guardian may be required to sign an attendance contract formalizing the agreement to improve the student's attendance or face additional action. ~~If the student fails to successfully complete this study program, he/she shall be subject to item #4 below.~~
4. Upon ~~his/her~~the student's third truancy within the same school year, the student will be classified as a habitual truant and may be referred to, and required to attend, an attendance review board or a truancy mediation program established by the district attorney or a comparable program deemed acceptable by the Principal/Director or designee. ~~If the student does not successfully complete the truancy mediation program or other similar program, he/she shall be subject to item #5 below.~~
5. Upon ~~his/her~~the student's fourth truancy within the same school year, the student may be within the jurisdiction of the juvenile court that may adjudge the pupil to be a ward of the court. If the student is adjudged a ward of the court, the student shall be required to do one of the following:
 - a. Performance at court-approved community services sponsored by either a public or private nonprofit agency for not less than 20 hours but not more than 40 hours over a period not to exceed 90 days, during a time other than the student's hours of school attendance or employment. The probation officer shall report to the court the failure of the student to comply with this paragraph.
 - b. Payment of a fine ~~by the student~~ of not more than fifty dollars (\$50) ~~for which a parent or legal guardian of the student may be jointly liable.~~
 - c. Attendance of a court-approved truancy prevention program.
 - d. ~~Suspension or revocation of driving privileges. This subdivision shall apply only to a student who has attended a school attendance review board program, a program operated by a probation department acting as a school attendance review board, or a truancy mediation program pursuant to subdivision (e).~~
6. If the conditions set by the school are not met and the student continues to be truant, the student may incur additional administrative action, up to and including disenrollment in accordance with the law. Before disenrolling a student, the school will provide written notice to the parent/guardian of the school's intent to disenroll at least five (5) school days before the effective date of the action. The notice will inform the parent/guardian of their right to request a hearing by a neutral school official. If the parent/guardian does not request a hearing before the effective date of the action, the student will be disenrolled and notice of the disenrollment will be sent to the student's district of residence.

Commented [A4]: This is a common step that we see charter schools utilize during the truancy process. They often engage the SST to develop intervention strategies tailored for the specific student.

Commented [A5]: You don't need this language because of the grade levels served by BICS, and it was removed from the statute under SB 1057 (2022).

Reports

The Principal/Director, or designee, shall gather and transmit to the Board the number of

referrals and types of referrals made to the school attendance review board and the number of requests for petitions made to the juvenile court.

Non-Classroom Based Programs

~~All attendance for non-classroom-based programs shall be in accordance with current law and regulations.~~

Commented [A6]: BICS is a classroom-based program so you don't need this language.

Attendance Supervision

Pursuant to EC Section 48200, every child from the age of six to eighteen ~~in the district~~ is required to attend school regularly in order to make a successful transition to the next grade level and to graduate with a high school diploma. All enrolled students, regardless of age, will be held to the same ~~district~~ school attendance rules.

The Governing Board recognizes that a vigilant supervision of attendance to improve attendance rates and graduation rates and to reduce truancy rates, chronic absenteeism rates, and dropout rates is vital to the learning and achievement of children on the margins of the educational system. Reducing chronic absenteeism rates and reducing the dropout rates while improving graduation rates are ~~district~~ priorities reflected in the ~~district school's~~ LCAP.

Because supervision of attendance is an essential component of an effective school attendance program, the Principal/Director will supervise attendance. The Principal/Director will be responsible for managing an attendance program that reaches every student, is conducted in collaboration with local resources, uses chronic absenteeism and dropout data by grade level and pupil subgroup to modify interventions, and shares outcomes with ~~the County Superintendent, all SARB representatives, and~~ the Governing Board.

~~Among other duties that may be required by the Board shall be those specific duties related to compulsory full-time education, truancy, work permits, compulsory continuation education, and opportunity schools; classes; and programs. (EC 48240)~~

It is the intent of the Governing Board that the Principal/Director shall promote a culture of attendance and establish a system to accurately track pupil attendance in order to achieve all of the following:

- Raise the awareness of school personnel, parents/guardians/caregivers, community partners, and local businesses of the effects of chronic absenteeism, truancy, and other challenges associated with poor attendance.
- Identify and respond to grade level or pupil subgroup patterns of chronic absenteeism and truancy.
- Identify and address factors contributing to chronic absenteeism and habitual truancy, including suspension and expulsion.
- Ensure that pupils with attendance problems are identified as early as possible to provide applicable support services and interventions.
- Evaluate the effectiveness of strategies implemented to reduce chronic absenteeism rates and truancy rates.

Limiting Excused Absences & Eliminating Unexcused Absences

The Principal/Director must ensure that the attendance program limits excused absences to those that are necessary and decrease unexcused absences. ~~EC 48205 and EC 48225.5~~ This Board policy enumerates the reasons for absences that shall be excused. ~~The Principal/Director or the SARB may require verification by a school official or physician if absences for health reasons appear excessive. A prior notice may be required from parents/guardians/caregivers for absences excused.~~

~~for justifiable personal reasons, such as non-emergency appointments or permitted religious instruction/retreats. (EC 46014 and 48205)~~

~~A school administrator may include other reasons for excusing absences that are within the discretion of school administrators based on the facts of the pupil's circumstances. (EC 48260[e])~~

The Governing Board believes that chronic absenteeism and tardiness, whether caused by excused or unexcused absences, may be an early warning sign of poor academic achievement and may put students at risk of dropping out. Therefore, chronic absenteeism ~~as defined in EC 60901(e)(1)~~ should be monitored to identify students at risk.

The “chronic absenteeism rate” ~~as defined in California Code of Regulations Title 5, Section 157497.5 appendix~~ also should be monitored for different significant pupil subgroups as well as for each grade level.

~~Students who are eighteen years of age or older or who are emancipated may provide their own excuses for absences, and the Principal/Director may require verification from a physician or designated school official when necessary. (EC 46012)~~

Commented [A7]: This information is already covered above.

Providing Support Services and Interventions

The Principal/Director shall refer chronic absentees and truants to critical support services and interventions which will help them get back on track with their education. The support services and interventions may include, but are not limited to, any or all of the following:

- A conference between staff, the pupil’s parents/guardians/caregivers, and the pupil.
- Promoting co-curricular and extracurricular activities that increase pupil connectedness to school, such as tutoring, mentoring, the arts, service learning, or athletics.
- Recognizing pupils who achieve excellent attendance or demonstrate significant improvement in attendance.
- Referral to a school nurse, school counselor, school psychologist, school social worker, and other pupil support personnel for case management and counseling.
- Collaborating with child welfare services, law enforcement, courts, public health care agencies, government agencies, or medical; mental; and oral health care providers to receive necessary services.
- Collaborating with school study teams, guidance teams, school attendance review teams, or other intervention-related teams to assess the attendance or behavior problem in partnership with the pupil and his or her parents/guardians/caregivers.
- Identifying barriers to attendance that may require schoolwide strategies instead of case management in schools with significantly higher rates of chronic absenteeism.
- Referral for a comprehensive psychosocial or psychoeducational assessment.
- Referral to a SARB.
- Referral to a county truancy mediation program.

Commented [A8]: This isn't necessary because of the grade levels served by BICS.

Legal References

California Education Code Sections

1740 Employment of personnel to supervise attendance (county superintendent)	2550-2558.6 Computation of revenue limits
37201 School month	37223 Weekend classes
41601 Reports of average daily attendance	42238-42250.1 Apportionments
46000 Records (attendance)	46010-46014 Absences

Commented [A9]: Some of these laws don't apply to charter schools so we don't recommend including them in the policy.

46100–46119 Attendance in kindergarten and elementary schools	46140–46147 Attendance in junior high and high schools
48200–48208 Children ages six to eighteen (compulsory full-time attendance)	48210–48216 Exclusions from attendance
48240–48246 Supervisors of attendance	48260–48273 Truants
48291 Criminal complaint against parent	48292 Filing complaint against parent
48293 Relating to truants, fine for non-attendance	48320–48324 School attendance review boards
48340–48341 Improvement of student attendance	49067 Unexcused absences as cause of failing grade

~~California Elections Code–12302 Student participation on precinct boards~~

~~California Family Code–6920–6929 Consent by minor~~

~~California Vehicle Code–13202.7 Driving privileges; minors; suspension or delay for habitual truancy~~

~~California Welfare & Institutions Code–601–601.4 Habitually truant minors–11253.5–Compulsory school attendance~~

~~California Code of Regulations, Title 5–306 Explanation of absence–420–421 Record of verification of absence due to illness and other causes~~

~~California Attorney General Opinions–66 Ops. Cal. Atty. Gen 245, 249 (1983)~~

~~California Court Decisions–American Academy of Pediatrics et al v. Lungren et al (1997) 16 Cal.4th 307~~

Resources

~~California Department of Education–*School Attendance Review Board Handbook 2015*
[State SARB \(PDF\)](#)~~

~~California School Boards Association–California School Boards Association website
[California School Boards Association](#)~~

Administrative Regulation for Student Policy #2- ATTENDANCE

Attendance Supervision

Parents/guardians/caregivers of children are welcomed partners in improving the school attendance of their children. Trust and collaboration should be the objective in communicating and interacting with parents/guardians/caregivers about school attendance problems. The Principal/Director and other staff responsible for supervising attendance shall use appropriate formal and informal school attendance notifications and shall facilitate open, honest, and blame-free discussions about school attendance before designating students as "habitual truants."

The Principal/Director will conduct full and impartial investigations of all school attendance complaints or referrals and may forward cases of persistent irregular attendance or habitual truancy to the SARB for a proper disposition. (~~EC 48262, 48263, 48290~~)

Prior to referral to the SARB, the Principal/Director may provide support services and interventions which may include, but are not limited to, any or all of the services ~~and interventions identified in EC 48240(e)~~identified in the school's Board Policy on Student Attendance.

School attendance is a community concern, and the Principal/Director must collaborate with all appropriate agencies, including law enforcement agencies, as partners in the SARB process to meet the special needs of pupils with school attendance or school behavior problems. (~~EC 48262, 48263, 48291, and 48321~~)

Duties of the Principal/Director for Student Attendance

The Principal/Director or designee shall have the following duties of monitoring attendance, developing strategies for truancy reduction, and coordinating the SARB:

Attendance Monitoring

1. Act as a resource to school or district staff regarding attendance issues, and provide necessary training related to record keeping for student attendance, early identification of truancy and chronic absenteeism, and data collection for chronic absenteeism rates, truancy rates, graduation rates, and dropout rates.
2. Collect, analyze, and report truancy data, chronic absenteeism data, graduation-rate data, and dropout data as ongoing activities ~~for appropriate school, district, and county personnel~~ to inform decisions about ~~site-level, district-level, and county-level~~ attendance and behavior interventions.
3. Maintain data on the successful transfer of students to and from alternative school programs, charter schools, and other schools in the district and out of the district.
4. Provide an opportunity for parents/guardians/caregivers to challenge the accuracy of attendance records that could impact the determination of grades, attendance awards, or involuntary transfers. (~~EC 49070~~)

Developing and Coordinating Strategies for Reducing Chronic Absenteeism Rates

1. Coordinate truancy-prevention and chronic absenteeism-prevention strategies based on the early identification of truancy or chronic absenteeism, such as prompt notification of absences in the parents' native language, selective approval of work permits, assignments of weekend school instruction, and counseling for truants or chronic absentees.
2. Assist school ~~or district~~ staff to develop site attendance plans by providing youth development strategies, resources, and referral procedures. Explain ~~district and county~~school policies, regulations, and procedures.

3. Maintain an inventory of ~~local alternative educational programs and~~ community resources, and employ those ~~programs and~~ resources to meet the differential needs of students with school attendance or school behavior problems. ~~Inform parents/guardians/caregivers of truant students about alternative educational programs in the district to which the student may be assigned. (EC 48322)~~
4. Encourage and coordinate the adoption of attendance-incentive programs at ~~the~~ school sites and in individual classrooms that reward and celebrate good attendance and significant improvements in attendance.
5. Coordinate ~~site level~~ Student Success Teams or School Attendance Review Teams to reduce truancy and collect data on the outcomes of those meetings at each grade level.

Commented [A10]: Charter schools cannot encourage a student to disenroll, so be careful about informing parents about alternative programs within Lakeside. If they ask the school for information, you can provide it, but you don't want to be the one proactively providing it or otherwise encouraging them to transfer.

SARB Chairperson Responsibilities for Dropout Prevention

1. Review the school attendance record and other documentation to determine the adequacy of all cases referred to the SARB and to determine if special arrangements or experts will be needed for the meeting. If the case warrants the resources of the SARB panel, schedule a SARB meeting with the parents/guardians/caregivers and the student. If the referral contains inadequate information or if appropriate school-level intervention has not been attempted, remand the case to the school for further work.
2. Ensure that SARB meetings maintain high expectations for all students, and ensure that families and youth are involved in selecting resources and services.
3. Refer students with attendance or behavior problems that cannot be resolved by the SARB to the appropriate agency, including law enforcement agencies when necessary. Also, refer parents/guardians/caregivers who continually and willfully fail to respond to SARB directives or services provided to the appropriate agencies, including law enforcement agencies. ~~(EC 48290)~~
4. Develop and submit follow-up reports to the SARB on all directives and agreements made at the SARB meetings, especially student agreements to attend school or improve school behavior.
5. Consider use of age-appropriate habitual-truancy petitions to the courts when necessary and allowed in the county, ~~such as petitions to suspend or delay the driving privilege for students from thirteen to eighteen years of age. (Vehicle Code Section 13202.7)~~
6. ~~Collect data and report outcomes on SARB referrals as needed for the annual report to the County Superintendent of Schools, with copies forwarded to the LUSD District Superintendent and the Governing Board. (EC 48273)~~

Commented [A11]: This doesn't apply to charter schools.

Reporting Severance of Attendance

The Principal/Director reports the severance of attendance or the denial of admission of any child who is an individual with exceptional needs, as that term is defined in EC 56026, or who is a qualified handicapped person, as that term is defined in Section 504 of the Rehabilitation Act of 1973. (EC 48203)

Adopted: ~~November 15, 2021~~DATE

Students

Student Policy #6

PUPIL SUSPENSION AND EXPULSION POLICY

I. Introduction

This Pupil Suspension and Expulsion Policy (the “Policy”) for Barona Indian Charter School (“School”) has been established in order to promote learning and protect the safety and well-being of all students. When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. At the same time, the School intends to provide effective interventions for pupils who engage in acts of problematic behavior to help them change their behavior and avoid exclusion from the School.

Staff shall enforce disciplinary rules and procedures fairly and consistently amongst all students. The Policy will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations. The Principal/Director shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this Policy is available on request at the Principal/Director’s office.

Discipline includes, but is not limited to, advising and counseling students, conferring with parents/guardians, detention during and after school hours, community service on or off campus, the use of alternative educational environments, suspension and expulsion. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee’s use of reasonable force necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

A student has the right to be free from the use of seclusion and behavioral restraints of any form imposed as a means of coercion, discipline, convenience, or retaliation by staff. This right includes, but is not limited to, the right to be free from the use of a drug administered to the student in order to control the student’s behavior or to restrict the student’s freedom of movement, if that drug is not a standard treatment for the student’s medical or psychiatric condition. School staff may use seclusion or a behavior restraint only to control behavior that poses a clear and present danger of serious physical harm to the pupil or others that cannot be immediately prevented by a response that is less restrictive. School staff shall avoid, whenever possible, the use of seclusion or behavioral restraint techniques.

School staff shall not do any of the following:

- Use seclusion or a behavioral restraint for the purpose of coercion, discipline, convenience, or retaliation
- Use locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to

- use a locked room
- Use a physical restraint technique that obstructs a pupil's respiratory airway or impairs the pupil's breathing or respiratory capacity, including techniques in which a staff member places pressure on a pupil's back or places his or her body weight against the pupil's torso or back
- Use a behavioral restraint technique that restricts breathing, including, but not limited to, using a pillow, blanket, carpet, mat, or other item to cover a pupil's face
- Place a pupil in a facedown position with the pupil's hands held or restrained behind the pupil's back
- Use a behavioral restraint for longer than is necessary to contain the behavior that poses a clear and present danger of serious physical harm to the pupil or others.

A student identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities in Education Act ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. The School will follow Section 504, the IDEA, the Americans with Disabilities Act of 1990 ("ADA") and all applicable federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

A foster child's educational rights holder, attorney, and county social worker and an Indian child's tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information.

Commented [A1]: This is required language per Education Code section 47605(c)(5)(J)(iv).

II. Suspension

A. Definition

Suspension is the temporary removal of a pupil from class instruction for adjustment or disciplinary reasons. Suspension does not mean any of the following:

- Reassignment to another education program or class at the School where the pupil will receive continuing instruction for the length of day prescribed by the Board for pupils of the same grade level;
- Referral to a certificated employee designated by the Principal/Director to advise pupils;

- Removal from the class, but without reassignment to another class for the remainder of the class period without sending the pupil to the Principal/Director or designee.

Suspended students shall be excluded from all School and School-related activities unless otherwise agreed during the period of suspension. The School shall consider suspension from School when other means of correction fail to bring about proper conduct or where the student's presence would constitute any likelihood of risk to persons or property or seriously disrupt any educational process.

B. Authority

The Principal/Director or ~~his/her~~ designee may suspend a student from class, classes or the school for a period not to exceed 10 days. The Principal/Director or ~~his/her~~ designee may extend a student's suspension pending final decision by the Board of Directors of the School on a recommendation for expulsion. ~~Such extended suspension should not exceed 10 days, unless specific procedural safeguards are met. Those are identified below.~~

On a recommendation for expulsion, the Board of Directors may suspend a special education student being considered for expulsion in accordance with the laws relating to expulsion of special education students.

A pupil may not be suspended or expelled for any of the acts enumerated in this Policy unless the act is related to school activity or school attendance of Barona Indian Charter School. A pupil may be suspended or expelled for acts that are enumerated in this Policy and related to school activity or attendance that occur at any time, including, but not limited to any of the following:

- While on school grounds
- While going to or coming from school
- During the lunch period, whether on or off the school campus
- During, or while going to or coming from a school sponsored activity
- All acts related to school activity or school attendance occurring within the School.

C. Grounds

The Principal/Director may use ~~his/her~~their discretion to provide alternatives to suspension or expulsion recommendations that are age appropriate and designed to address and correct the student's specific misbehavior. Alternatively, students may be suspended or recommended for expulsion for any of the following acts (whether completed, attempted or threatened) when it is determined the pupil:

- Caused physical injury to another person or willfully used force or violence upon the person of another, except in self-defense
- Possessed, sold or otherwise furnished any firearm, knife, explosive or other dangerous

object

unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from an authorized certificated school employee, with the Principal/Director or designee's written concurrence

- Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of, any
- controlled substance as defined in Health and Safety Code sections 11053-11058 (including, but not limited to, opiates, hallucinogenic substances, stimulants, depressants and narcotic drugs), alcoholic beverage or intoxicant of any kind
- Unlawfully offered, arranged or negotiated to sell any controlled substance as defined in Health
- and Safety Code sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented the same as a controlled substance, alcoholic beverage or intoxicant
- Committed or attempted to commit robbery or extortion
- Caused or attempted to cause damage to school property or private property
- Stole or attempted to steal school property or private property (as used in this policy, "school property" includes but is not limited to electronic files and databases)
- Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff,
- chew packets, betel and e-cigarettes, whether or not they contain tobacco. However, this section does not prohibit the use or possession by a pupil of his or her own prescription products
- Committed an obscene act or engaged in habitual profanity or vulgarity
- Unlawfully possessed or offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code section 11014.5
- Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials or other school personnel engaged in the performance of their duties (only to the extent permitted under Education Code section 48901.1). ~~However, a pupil enrolled in kindergarten or any of grades 1 to 8, shall not be suspended or expelled for any of the acts specified herein relating to disrupting school activities and willful defiance. [EC 48901.1]~~
- Knowingly received stolen school property or private property
- Possessed an imitation firearm, i.e., a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm

- Committed a sexual assault as defined in Penal Code sections 261, 266c, 286, 288, 288a, 289, or former section 288a, or committed a sexual battery as defined in Penal Code section 243.4
- Harassed, threatened or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness
- Unlawfully offered, arranged to sell, negotiated to sell or sold the prescription drug Soma
- Engaged in, or attempted to engage in, hazing. “Hazing” means a method of initiation or pre- initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current or prospective pupil. “Hazing” does not include athletic events or school-sanctioned events.
- Engaged in an act of bullying. “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils directed toward one or more pupils that has or can be reasonably predicated to have the effect of one or more the of the following:
 - Placing a reasonable pupil(s) in fear of harm to that pupil(s)’ person or property;
 - Causing a reasonable pupil to experience a substantially detrimental effect on the pupil’s physical or mental health;
 - Causing a reasonable pupil to experience substantial interference with the pupil’s academic performance;
 - Causing a reasonable pupil to experience substantial interference with the pupil’s ability to participate in or benefit from the services, activities, or privileges provided by a school.

An electronic act, for purposes of the immediately preceding paragraph, means the transmission, by means of an electronic device, including but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including but not limited to, any of the following:

- A message, text, sound or image
- A post on a social network Internet website including, but not limited to:
 - Posting to or creating a burn page. “Burn page” means an Internet Web site created for the purpose of having one or more of the effects listed above
 - Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated

- Habitually violated the dress code
- Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment
- Discriminated against, harassed, intimidated, and/or bullied any person or groups of persons based on the following actual or perceived characteristics: disability, gender, nationality, race or ethnicity, religion, sexual orientation, gender identity, gender expression or association with one or more of these actual or perceived characteristics. This policy applies to all acts related to school activity or school attendance occurring within the school
- A pupil who aids or abets, as defined in section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this policy, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury may be recommended for expulsion.

~~The above list is not exhaustive and depending upon the offense, a pupil may be suspended or recommended for expulsion for misconduct not specified above.~~

Commented [A2]: This is a due process issue because parents/guardians aren't given notice about what offenses can lead to suspension or expulsion. We recommend listing all of the potential offenses in the policy.

Attendance of Suspended Child's Parent or Guardian for Portion of School Day (~~EC 48900.1~~) A teacher and/or the Principal/Director may require a parent or guardian of a pupil who has been suspended by a teacher pursuant to Section 48910 for either committing an obscene act; ~~or engaging in habitual profanity or vulgarity, or disrupting school activities, or otherwise willfully defying the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties;~~ to attend a portion of a school day in the classroom in the classroom of his or her child or ward.

Commented [A3]: Charter school students in grades TK-8 cannot be suspended for this offense.

D. Procedures Required to Suspend

Step One

The Principal/Director shall investigate the incident and determine whether or not it merits suspension.

Searches: In order to investigate an incident, a student's attire,¹ personal property, vehicle or school property, including books, desks, school lockers, computers and other electronic devices, may be searched by the Principal/Director or designee who has reasonable suspicion that a student has violated or is violating the law or the rules of the school. *Illegally possessed items shall be*

¹ This does not include removing clothing to permit visual inspection of the under clothing, breasts, buttocks or genitalia of the pupil.

confiscated and turned over to the police.

Step Two

Unless a student poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process, a suspension will be preceded by an informal conference between the Principal/Director and the student in which the student shall be orally informed of the reason for the suspension, the evidence against ~~him/her~~ the student, the other means of correction that were attempted before the suspension and be given the opportunity to present informal proof of ~~his/her~~ their side of the story. If the student poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process, the informal conference will be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason, including, but not limited to, hospitalization or detention in a correctional facility.

At the time of the suspension, a School employee shall make a reasonable effort to contact the parent/guardian by telephone or in person to inform ~~him/her~~ them of the suspension and the reasons therefor and it may state the date and time when the student may return to school.

If a student is suspended without the informal conference, both the student and the parent/guardian will be notified of a student's right to return to school for the purpose of a conference.

Step Three

The Principal/Director determines the appropriate length of the suspension (up to 10 days). When suspensions do not include a recommendation for expulsion, they shall not exceed 10 consecutive school days per suspension.

Step Four

The **Principal/Director** fills out a Notice of Suspension Form, a copy of which will be sent to the student's parent/guardian and to the student. A copy of this form is also placed in the student's cumulative file at the School. The Notice of Suspension Form shall state the fact of suspension, its duration and the specific offense committed by the student. In addition, the notice may state the date and time when the student may return to school. ~~The notice shall also state that if desired by the parent/guardian, a prompt meeting or hearing will be held at which the suspension may be discussed and at which the student may be present and afforded an opportunity to present informal proof of his/her side of the case.~~ Additionally, if the School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request the parent/guardian to respond to such requests without delay.

Commented [A4]: This isn't required and could make your suspension process more complicated.

Step Five

The Principal/Director determines whether the offense warrants a police report. The Principal/Director will report certain offenses identified under Education Code section 48902 to law enforcement authorities ~~in accordance with EC § 48902~~.

When Principal/Director releases a minor pupil to a peace officer for the purpose of removing the minor from the school premises, the Principal/Director shall take immediate steps to notify the

parent, guardian or responsible relative of the minor regarding the release of the minor to the officer and regarding the place to which the minor is reportedly being taken, unless the minor has been taken into custody as a victim of suspected child abuse. ~~EC § 48906.~~

Step Six

The Principal/Director may require the student and ~~his/her~~their parent/guardian to sign a contract that states the conditions that the student is expected to meet while at the School. Copies of the signed contract are kept by the school and given to the parent/guardian.

Step Seven

Upon the request of a parent/guardian/educational rights holder/student, a teacher shall provide to a student in any of grades 1 to 8 who has been suspended from the School for two or more schooldays, the homework that the pupil would otherwise have been assigned. If a homework assignment that is requested and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

Special Education and Section 504 Student Suspensions

When suspensions involve special education students or students with a 504 plan, a manifestation determination meeting shall be held within ten (10) school days of any decision to change the placement of a student with a disability because of a violation of a code of student conduct, no later than the 10th suspension day (whether consecutive or cumulative for the school year). ~~The~~ Principal/Director shall notify the student's special education teacher or regular education teacher when the student's cumulative days of suspension for that school year reaches eight. That teacher shall promptly notify Principal/Director or Special Education Teacher/Director of the potential need for the manifestation determination meeting. The manifestation determination meeting shall include ~~the LEA School officials,~~ the parent, and relevant members of the student's IEP Team or 504 Plan Team (as determined by the parent and School~~the LEA~~).

Commented [A5]: We made some changes to this section to better sync with IDEA/Section 504 requirements.

The student shall be treated as a general education student for disciplinary purposes, except to the extent that educational services must continue, if at the manifestation determination meeting the following are both determined in the negative, after reviewing all relevant information in the student's file, including the student's IEP or 504 Plan, any teacher observations and any relevant information provided by the parents: 1) the conduct in question was caused by, or had a direct and substantial relationship to, the student's disability under the IDEA or section 504; or 2) the conduct in question was the direct result of ~~the LEA School's~~ failure to implement the IEP or 504 Plan. If it is determined at the manifestation determination meeting that 1) or 2) is answered in the affirmative, the conduct is deemed a manifestation of the disability.

If the conduct is deemed a manifestation of the disability, the IEP Team or 504 Plan Team must conduct a functional behavioral assessment (or other appropriate assessment for the 504 student), create a plan and implement it, or if the plan is preexisting, review it and modify it as necessary to

address the behavior.

In the case of a manifestation of a disability, the student will be returned to the placement from which ~~he/she was~~they were removed, unless ~~the LEA~~School and parent agree to a change of placement as part of the modification of the behavioral intervention plan or updated 504 Plan. ~~For special education and 504 students, a new manifestation determination meeting is required for all proposed suspensions exceeding ten cumulative days in one school year.~~

The special education student may be removed from school to an interim alternative educational setting for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the student’s disability if the student: 1) carries a weapon to or possesses a weapon at school, on school premises or to or at a school function under the jurisdiction of ~~the LEA~~School; 2) knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of ~~the LEA~~School; or 3) has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of ~~the LEA~~School.

~~The LEA~~School is required to notify parents of a disciplinary decision and to provide them with the procedural safeguards notice described in 34 C.F.R. § 300.504.

E. Appeal Process

~~A student or the student’s parent/guardian may appeal those disciplinary actions, other than expulsion, imposed upon a student for his/her School related offenses. Appeals must be made first in writing to the Principal/Director within two (2) of days of the School sending the Notice of Suspension Form to the parent/guardian and the student. The Principal/Director will attempt to resolve the appeal with a written response within ten school days of receiving the written appeal. After appeal at the School level, if further appeal is desired, the student or his/her parent/guardian should appeal in writing to the Barona Indian Charter School Board of Directors within five (5) days of the date of the School level written response and should direct it to the Chairman of the Board for final resolution within 15 school days. If any appeal is denied, the student, his/her parent/guardian may place a written rebuttal to the action in the student’s file.~~

Commented [A6]: Suspension appeals are not required by law, and most charter schools do not provide a right of appeal.

III. Expulsion

A. Definition

Expulsion means ~~removal of a student from (1) the immediate supervision and control, or (2) the general supervision, of school personnel, involuntary disenrollment from the charter school.~~

Commented [A7]: We changed this definition to sync with Education Code section 48925.

B. Authority

A student may be expelled either by the Board following a hearing before it or by the Board upon a recommendation of an Administrative Panel to be assigned by the Board Chair as needed. The Panel may recommend expulsion of any student found to have committed an expellable offense.

The Board, upon voting to expel a pupil, may suspend the enforcement of the expulsion order for a period of not more than one calendar year and may, as a condition of the suspension of enforcement, assign the pupil to a school, class or program that is deemed appropriate for the rehabilitation of the pupil [or other conditions such as good behavior, attendance, etc.]. The rehabilitation program to which the pupil is assigned may provide for the involvement of the pupil's parent or guardian in ~~his or her~~their child's education in ways that are specified in the rehabilitation program. A parent or guardian's refusal to participate in the rehabilitation program shall not be considered in the Board's determination as to whether the pupil has satisfactorily completed the rehabilitation program.

C. Grounds for Expulsion

Category I Expulsions – Mandatory Recommendation for Expulsion

The Principal/Director shall immediately suspend a student, and recommend for expulsion, a student who has committed one or more of the following acts:

- Possessing, selling or otherwise furnishing a firearm when a school employee verifies firearm possession, unless the student obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or ~~his/her~~designee
- Brandishing a knife at another person
- Unlawfully selling a controlled substance
- Committing or attempting to commit a sexual assault or committing a sexual battery
- Possession of an explosive

Category II Expulsions – Recommendation for Expulsion Required, Unless Inappropriate Under the Circumstances

A student who has committed one of the following acts of misconduct must be recommended for expulsion, unless the Principal/Director determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct.

- Causing physical injury to another person, except in self-defense
- Possession of any knife, explosive or other dangerous object of no reasonable use to the student
- Unlawful possession of any controlled substance, except for the first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis or for possession of over-the-counter medication for use by the pupil for medical purposes or medication prescribed for the pupil by a physician
- Robbery or extortion
- Assault or battery on a school employee

Category III Expulsions – Discretionary Expulsion Recommendation

In the discretion of the Principal/Director or ~~his/her~~ designee, any act that warrants suspension may warrant expulsion. ~~Additionally, a student may be expelled for misconduct that is not listed above if the acts disrupt and/or present ongoing health and/or safety concerns, or the student has repeatedly engaged in the misconduct.~~

In no event, however, will a student be expelled for disrupting school activities or otherwise willfully defying the valid authority of supervisors, teachers, administrators, other school officials or other school personnel engaged in the performance of their duties.

~~Attendance of Suspended Child's Parent or Guardian for Portion of School Day (EC 48900.1) A teacher and/or the Principal/Director may require a parent or guardian of a pupil who has been suspended by a teacher pursuant to Section 48910 for either committing an obscene act, engaging in habitual profanity or vulgarity, or disrupting school activities, or otherwise willfully defying the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties, to attend a portion of a school day in the classroom in the classroom of his or her child or ward.~~

Commented [A8]: This is a due process issue because parents/guardians aren't given notice about what offenses can lead to suspension or expulsion. We recommend listing all of the potential offenses in the policy.

D. Procedures to Expel a Student

Step One

Principal/Director investigates the incident and determines whether the offense results in a suspension. If so, the Principal/Director follows the procedures to suspend the student as outlined above.

Step Two

In the discretion of Principal/Director, a student's suspension may be extended pending expulsion. ~~If such extended suspension exceeds 10 days, and for any suspension exceeding 10 days, the following procedures must be followed: 1) The Principal/Director shall provide timely, written notice of the charges against the student and an explanation of the student's basic rights; 2) The School will provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the student has a fair opportunity to~~

Commented [A9]: This is already covered above.

~~present testimony, evidence and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel. At this hearing, it will be determined whether the presence of the student at the School would cause a danger to persons or property or a threat of disrupting the instructional process pending the results of an expulsion hearing.~~

Commented [A10]: The notice and hearing requirements are already covered during the expulsion process. You don't need to provide a separate hearing just to extend the suspension.

~~If the proposed extended suspension is under 10 days, a~~ meeting is held within 2 school days of the student's suspension to extend the suspension. The student and ~~his/her~~^{their} parent/guardian are invited to attend this meeting with Principal/Director or ~~his/her~~^{his}-designee. The Chair~~man~~ of the Board or ~~his/her~~^{his} designee may also be present.

At this meeting, the offense and the repercussions are discussed. An extension of the suspension may be granted only if the Principal/Director or ~~his/her~~^{his}-designee has determined, after the meeting, that the presence of the student at the School would cause a risk to persons or property or a threat of disrupting the instructional process. If the student has committed an offense that requires a mandatory expulsion recommendation, this is discussed so that it is understood by all parties. The purpose of the meeting is to decide upon the extension of the suspension order and may be held in conjunction with the initial meeting with the parents after the suspension.

Step Three

The School shall send a letter to the student and parent/guardian regarding the expulsion hearing. The expulsion hearing shall be held no later than 30 school days of the date that expulsion is recommended, unless a brief extension is requested by the student or ~~his/her~~^{their} parent/guardian.

The letter shall be sent via certified mail to the student and ~~his/her~~^{their} parent/guardian to the address reflected in the pupil's student file at least 10 calendar days before the date of the hearing. The letter shall notify the student and parent/guardian when and where the expulsion hearing will take place and the rights of the student with respect to the hearing, including:

- The date and place of the expulsion hearing;
- A statement of the facts, charges and offenses upon which the proposed expulsion is based;
- A copy of the School's disciplinary rules relating to the alleged violation;
- Notification of the student's or parent/guardian's obligation to provide information about the student's status at the School to any other school district or school to which the student seeks enrollment;
- The opportunity for the student or the student's parent/guardian to appear in person and/or to employ and be represented by counsel or an advocate;
- The right to inspect and obtain copies of all documents to be used at the hearing;
- The opportunity to present testimony, evidence and witnesses and confront and question witnesses who testify at the hearing; If the revelation of the name of a student witness or requiring that the student testify could subject the student to risk, statements and reports of such students may be relied on in lieu of live testimony and student's names do not have to be revealed;
- The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf, including witness testimony.

Step Four

The Principal/Director shall maintain documents that may be used at the hearing and make them available for review by the student and/or ~~his/her~~their parent/guardian. These papers may include, but are not limited to, the following: A record of ~~the student's attendance and grades, a record of~~ previous infractions; a statement of the facts surrounding the case made by Principal/Director; a statement of the facts surrounding the case made by a witness; a law enforcement agency's report; and any other relevant matter.

Commented [A11]: Student attendance and grades shouldn't be factors in a student's expulsion decision.

Step Five

An expulsion hearing shall be held before the Barona Indian Charter School Board of Directors or an Administrative Panel. A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and a complete written transcription of the proceedings can be made.

While the technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A ~~recommendation decision~~ by the Board of Directors to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on evidence produced at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay evidence, although sworn declarations may be admitted as testimony from witnesses who are determined by the Board of Directors that disclosure of their identity or live testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

Step Six

~~If an Administrative Panel conducts the hearing, The decision of the Barona Indian Charter School Board of Directors shall be in the form of a written recommendation~~ Panel's recommendation to the Board of Directors shall be in writing, with findings of fact, ~~to and~~ the Board of Directors ~~who~~ will make a final determination regarding the expulsion. The final decision by the Board of Directors shall be made within 10 days following the conclusion of the hearing, or within 40 school days after the date of the pupil's removal from the School for the incident for which the recommendation for expulsion is made. If the Board of Directors decides not to recommend expulsion, the pupil shall be reinstated and permitted to return to classroom programs. The decision ~~not to recommend expulsion of the Board of Directors~~ shall be final.

Step Seven

The Principal/Director, or designee, following a decision of the Board of Directors to expel a student, shall send written notice of the decision to expel, including the Board of Director's findings of fact, to the student or parent/guardian. The notice shall include the following:

- Notice of the specific offense committed by the student;

- ~~Notice of the right to appeal the expulsion to the County Board of Education. If that Board does not hear such appeals, the student may submit a written objection and request for reconsideration to the school's Board of Directors within 10 days. Decisions of the Board of Directors shall be final.~~
- Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status within the charter school; and
- The date when the student can be reviewed for readmission, and a description of the process by which readmission is conducted.

Commented [A12]: The County Board of Education probably wouldn't accept an expulsion appeal from a charter school, and you're not required to provide a right of appeal.

Within 30 days of the decision to expel, the Principal/Director shall send written notice of the decision to expel to the student's district of residence, ~~the San Diego County Office of Education and the Lakeside Union School District~~ the charter granting district (if different than the student's district of residence). This notice shall include the student's name and the specific expellable offense committed by the student.

Step Eight

Expelled students are responsible for seeking alternative education programs, including but not limited to, programs within the County or their school district of residence.

Step Nine

The school shall maintain records of all student suspensions and expulsions at the school site. Such records shall be made available for Lakeside Union School District's review upon request.

Students who are expelled from the charter school shall be given a rehabilitation plan upon expulsion as developed by the Board of Directors, or its designee, at the time of the expulsion order, which may include, but is not limited to, a periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the school for readmission.

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board of Directors, ~~Chairman of the Board~~, or its designee following a meeting with the Principal/Director and the pupil and parent/guardian to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Principal/Director shall make a recommendation to the Board of Directors or designee following the meeting regarding his/her/their determination. The pupil's readmission is also contingent upon the school's capacity and any other admission requirements in effect at the time the student seeks admission or readmission.

Adopted: May 23, 2022

Amended: DATE



PURCHASE ORDER

BARONA INDIAN CHARTER SCHOOL

P.O#24-25-004
DATE: 8/19/24

1095 Barona Road Lakeside, CA 92040
Phone 619-443-0948 Fax 619-443-7280

VENDOR Curriculum Associates
Attn: Customer Services Dept.
153 Rangeway Rd.
North Billerica, MA 01862-2013

SHIP TO Barona Indian Charter School
1095 Barona Rd.
Lakeside, CA 92040

QUOTE #	SALES REP.	
372694.2	David Kootman	2024-25

QTY	SKU	DESCRIPTION	CLASS	LIST PRICE	NET PRICE
		Magnetic Reading		6,462.00	5492.70
		Ready		1070.00	909.50
		Professional Learning		4900.00	4400.00
		Phonics for Reading		540.00	459.00
		• See attached for product details			
				Subtotal	11261.20
				SHIPPING/TAX	1178.65
				TOTAL	\$12,439.85

Julie Cushman - Principal Director

8/19/24

Curriculum Associates®

Prepared For:

Julie Cushman
Barona Indian CS
1095 Barona Rd,
Lakeside, CA 92040

8/16/2024

Dear Julie Cushman,

Thank you for requesting a price quote from Curriculum Associates. The chart below provides a summary of the products and/or services included. If you have any questions or would like any changes, please contact us.

Implementation Starting: 2024-2025 Quote ID: 372694.2 Quote Valid through: 12/31/2024

Product	List Price	Net Price
Magnetic Reading	\$6,462.00	\$5,492.70
Ready	\$1,070.00	\$909.50
Professional Learning	\$4,900.00	\$4,400.00
Phonics for Reading	\$540.00	\$459.00
	List Total:	\$12,972.00
	Savings:	\$1,710.80
	Shipping/Tax/Other:	\$1,178.65
	Total:	\$12,439.85

Thank you again for your interest in Curriculum Associates.

Sincerely

David Kootman
(760) 521-6055
dkootman@cainc.com

Please submit this quote with your purchase order

Curriculum Associates®

Quote ID: 372694.2 Date: 8/16/2024 Quote Valid through: 12/31/2024

Prepared For:

Julie Cushman
Barona Indian CS
1095 Barona Rd,
Lakeside, CA 92040
jcushman@mybics.org
6194430948

Your Representative:

David Kootman
(760) 521-6055
dkootman@cainc.com

Magnetic Reading

Product Name	Item #	Qty	List Price	Net Price	Total
Magnetic Reading Foundations Common Core Teacher Guide Set Grade K 1 Year	34037.0	1	\$70.00	\$59.50	\$59.50
Magnetic Reading Foundations Student Workbook Set Grade K 1 Year	34031.0	16	\$29.00	\$24.65	\$394.40
Magnetic Reading Foundations Classroom Decodable Library Set Grade K Includes Alpha Books, Alphabet Tales, Decodables, Super Words Cards, Spelling Cards, Word Building Cards, Library Box	34114.0	1	\$1,140.00	\$969.00	\$969.00
Magnetic Reading Foundations Teacher Digital Access Set (CC) Grade K-2 1 Year	34041.0	3	\$75.00	\$63.75	\$191.25
Magnetic Reading Foundations Classroom Decodable Library Set Grade 1 Includes Decodables, Super Words Cards, Spelling Cards, Word Building Cards, Library Box	34115.0	1	\$1,140.00	\$969.00	\$969.00
Magnetic Reading Foundations Common Core Teacher Guide Set Grade 1 1 Year	34038.0	1	\$70.00	\$59.50	\$59.50
Magnetic Reading Foundations Student Workbook Set Grade 1 1 Year	34032.0	16	\$29.00	\$24.65	\$394.40
Magnetic Reading Foundations Classroom Decodable Library Set Grade 2 Includes Decodables, Super Words Cards, Spelling Cards, Word Building Cards, Library Box	34116.0	1	\$1,140.00	\$969.00	\$969.00
Magnetic Reading Foundations Common Core Teacher Guide Set Grade 2 1 Year	34039.0	1	\$70.00	\$59.50	\$59.50
Magnetic Reading Foundations Student Workbook Set Grade 2 1 Year	34033.0	16	\$29.00	\$24.65	\$394.40
Magnetic Reading Student Book Grade 3 (2022) 1 Year	30565.0	25	\$15.00	\$12.75	\$318.75
Magnetic Reading Teacher Guide Grade 3 (2022 CC) 1 Year	30568.9	1	\$30.00	\$25.50	\$25.50
Magnetic Reading Student Book Grade 4 (2022) 1 Year	30566.0	25	\$15.00	\$12.75	\$318.75
Magnetic Reading Teacher Guide Grade 4 (2022 CC) 1 Year	30569.9	1	\$30.00	\$25.50	\$25.50
Magnetic Reading Student Book Grade 5 (2022) 1 Year	30567.0	25	\$15.00	\$12.75	\$318.75
Magnetic Reading Teacher Guide Grade 5 (2022 CC) 1 Year	30570.9	1	\$30.00	\$25.50	\$25.50
Magnetic Reading Subtotal:					\$5,492.70

Ready

Product Name	Item #	Qty	List Price	Net Price	Total
Ready Common Core Reading Instruction Grade K Student Book (2014)	14652.0	16	\$15.00	\$12.75	\$204.00
Ready Common Core Reading Instruction Grade K Teacher Support Package (2014)	14810.0	1	\$160.00	\$136.00	\$136.00
Ready Common Core Reading Instruction Grade 1 Student Book (2014)	14653.0	16	\$15.00	\$12.75	\$204.00
Ready Common Core Reading Instruction Grade 1 Teacher Support Package (2014)	14811.0	1	\$160.00	\$136.00	\$136.00
Ready Common Core Reading Instruction Grade 2 Student Book (2016)	16235.0	16	\$15.00	\$12.75	\$204.00
Ready Common Core Reading Instruction Grade 2 Teacher Resource Book (2016)	16235.9	1	\$30.00	\$25.50	\$25.50
Ready Subtotal:					\$909.50

Professional Learning

Product Name	Item #	Qty	List Price	Net Price	Total
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Online Educator Learning Site License - Digital PL Courses and Personalized Learning to Compliment Professional Learning Sessions	40124.0	1	\$500.00	\$0.00	\$0.00
Professional Learning Session (up to 6 hours) AY 24-25	38557.0	2	\$2,200.00	\$2,200.00	\$4,400.00
Professional Learning Subtotal:					\$4,400.00

Phonics for Reading

Product Name	Item #	Qty	List Price	Net Price	Total
Phonics for Reading 2025 Level A Student Book Single 1 Year	31881.0	10	\$12.00	\$10.20	\$102.00
Phonics for Reading 2025 Level A Teacher Guide	31881.9	2	\$30.00	\$25.50	\$51.00
Phonics for Reading 2025 Level B Student Book Single 1 Year	31882.0	10	\$12.00	\$10.20	\$102.00
Phonics for Reading 2025 Level B Teacher Guide	31882.9	2	\$30.00	\$25.50	\$51.00
Phonics for Reading 2025 Level C Student Book Single 1 Year	31883.0	10	\$12.00	\$10.20	\$102.00
Phonics for Reading 2025 Level C Teacher Guide	31883.9	2	\$30.00	\$25.50	\$51.00
Phonics for Reading Subtotal:					\$459.00

Total

List Total:	\$12,972.00
Savings:	\$1,710.80
Merchandise Total:	\$11,261.20
Voucher/Credit:	\$0.00
Estimated Tax:	\$578.30
Estimated Shipping:	\$600.35
Total:	\$12,439.85

Special Notes

15% i-Ready Partnership Discount applied to Magnetic Reading, Ready, and Phonics for Reading products.
All Magnetic Reading Foundations purchases require professional learning.

F.O.B.: N. Billerica, MA 01862

Shipping: Shipping based on MDSE total

Terms: Net 30 days, pending credit approval

Fed. ID: #26-3954988

Please submit this quote with your purchase order

N1

Curriculum Associates®

Information on Professional Learning Sessions and COVID-19

Protecting the health and safety of the educators we serve and their students, as well as the health and safety of our employees, is of paramount importance to Curriculum Associates. While it is our preference to deliver PL sessions in person, circumstances related to COVID-19 may require us to provide sessions virtually instead. Curriculum Associates' policy is to only provide PL sessions in person where one of our employees can reach the session site by car and where adequate safety measures are in place to protect the health of our session leaders and participants. Curriculum Associates reserves the right to switch any session from in-person to virtual if we cannot reach a session site by car, if adequate safety measures cannot be put in place, or if Curriculum Associates determines that it would otherwise put its employees at risk to provide an in-person session.

If your school or district will not permit visitors at the time of a scheduled session, Curriculum Associates would be happy to provide an equivalent live, virtual session via videoconference. Similarly, Curriculum Associates will comply with your school or district's health and safety requirements regarding on-site visitors if we are given adequate advance notice. Our PL Operations team will work with school or district personnel to hold sessions in a manner that protects the safety of educators and your school community as well as Curriculum Associates employees.

We are pleased to be able to serve you in these challenging times and look forward to providing productive learning sessions to your staff. Any questions regarding scheduling in-person or virtual training sessions should be directed to pdoperations@cainc.com.

Curriculum Associates®

Placing an Order

Email: Orders@cainc.com

Fax: 1-800-366-1158

Mail:

ATTN: CUSTOMER SERVICE DEPT.

Curriculum Associates LLC

153 Rangeway Rd

North Billerica, MA 01862-2013

Please visit CurriculumAssociates.com for more information about placing orders or contact CA's customer service department (1-800-225-0248) and reference quote number for questions.

Please attach quote to all signed purchase orders.

If tax exempt, please submit a valid exemption certificate with PO and quote in order to avoid processing delays. Exemption certificates can also be submitted to exempt@cainc.com.

Shipping Policy

Unless otherwise noted, shipping costs are calculated as follows:

Order Amount	Freight Amount
\$74.99 or less	Max charge of \$12.75
\$75.00 to \$999.99	12% of order
\$1,000 to \$4,999.99	10% of order

Order Amount	Freight Amount
\$5,000.00 to \$99,999.99	9% of order
\$100,000 and more	7% of order

Please contact your local CA representative or customer service (1-800-225-0248) for expedited shipping rates. The weight limit for an expedited order is 500lbs.

The enhanced shipping and handling services listed below are available upon request subject to the availability of our carrier partners. Please notify us of these delivery requests prior to submitting your PO so that we can include the service on your quote appropriately:

- Interior Location Delivery \$50/shipment location
- White Glove Delivery Service \$350/shipment location

Unless otherwise expressly indicated, the shipping terms for all deliveries is FOB CA's Shipping Point (whether to a CA or third party facility). Risk of loss and title is passed to purchaser upon transfer of the goods to carrier, standard shipping charges (listed above) are added to the invoice or included in the unit price unless otherwise specified.

Supply chain challenges outside of Curriculum Associates' control may impact inventory availability for print product. We recommend submission of purchase orders as soon as possible to help ensure timely delivery.

If our carrier partners are unable to deliver to the location instructed on the PO or you need to change the time or location of delivery, one or more of the following fees may be applicable:

- Delivery Address Change \$100/shipment location
- Freight Storage \$150/day/shipment location
- Freight Carrier Redelivery \$100/shipment location

Payment Terms

Payment terms are as follows:

- With credit approval: Net 30 days
- Without credit approval: payment in full at time of order
- Accounts must be current before subsequent shipments are made

To ensure payment processing is timely and environmentally conscious, CA encourages ACH payments. If you would like to pay via ACH, please request remittance information by emailing AR@cainc.com.

Please send any payment notifications to payments@cainc.com. Credit card payments are only accepted for purchases under \$50,000.

Invoice Receipt Preference

CA is pleased to offer electronic invoice delivery. Electronic invoice delivery allows CA to deliver your invoice in a timely and environmentally friendly manner. To request electronic invoice delivery please contact the CA Accounts Receivable team at Invoices@cainc.com or by fax (1-800-366-1158). Please reference your quote number, provide a valid email address where the invoice should be directed, and indicate you would like to opt into electronic invoice delivery.

Terms of Service

Customer's use of i-Ready® shall be subject to the i-Ready Terms and Conditions of Use, which can be found at i-ready.com/support. Customer's professional-learning sessions will expire two years following the date of your purchase order or the implementation year noted on your quote, whichever comes first and are subject to the Professional Learning Terms of Service, which can be found at i-ready.com/support.

Return Policy

For any non-print products - your subscription may be terminated and you may request a pro-rata refund for unused services within 90 days of license start date. For Professional Learning services, you may request a refund for unused services within 90 days of purchase date. After 90 days, your non-print products and Professional Learning purchase shall be final and no refunds are available. Except for materials sold on a non-refundable basis, purchaser may return, at purchaser risk and expense, purchased print materials with pre-approval from CA's Customer Service department within 12 months of purchase. Please examine your order upon receipt. Before returning material, call CA's Customer Service department (1-800-225-0248 option 2) for return authorization and documentation. When returning material, please include your return authorization number and the return form that will be provided to you by CA's Return department. We do not accept returns on unused i-Ready or Toolbox licenses®, materials that have been used and/or are not in "saleable condition," and individual components of kits or sets including but not limited to BRIGANCE® Kits, Ready® student and teacher sets, Ready Classroom® student and teacher sets, and Magnetic Reading classroom kits.